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Volume 132 DECEMBER 1949 Number 9

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As we go to press . . .

We find ourselves arguing with an associate as to whether Weather is a wornout and tiresome topic of conversation. It seems there are some topics so habitually discussed that we even cling to them by debating whether or not to abandon them. For our part we prefer to talk of things we can do something about — something more than putting on overshoes or pushing the snow shovel. These procedures fail to get at the cause. They stand for acceptance and making the best of what comes. On second thought, we need to do both of these things. While it is good to discover the cause of an existing situation or condition, since this makes one a person of understanding, one next has to decide between attacking the cause or simply ignoring it and working on the effects. But this is rather confusing, don't you think?

News analysts and historians have been noticing that the year just coming up is marked 1950. Somehow that suggests to them that the present century is nearly half over—though in truth this first half won't be over until the end of the year. Anyhow, those recorders of current events are commencing to pick out for us the most important occurrences or developments of the past fifty years. It is not too difficult to make such a list. Off hand one thinks of airplanes, radios, world wars, atom bombs, peace unions, women voters—all outstanding in the story of the past five decades.

Of the advances made in education during this period we hear but little. Yet we who watch these matters know that improvements have taken place and are taking place constantly. We know, too, that perfection is still far off. This gives us something to do. Each in his own place, be that large or small.

Your Textbook Reporter

My Spelling

A notable series of spellers undergoes revision from its first book to its eighth and last. Books two and three of the new edition are just passing in review and here is what we see. **My Spelling** for any grade steadily builds up a vocabulary of well-selected words, not by plunging the pupil into a disconnected list, but by offering him a little story containing the new words to be studied this week.

This is Monday. Following the story, the words to be dealt with are listed in conspicuous type. Tomorrow being Tuesday, we shall have fun with these words. Wednesday we shall write them and probably make some mistakes. Thursday we shall study the words again, preparing to do better. Friday we shall take another test and will seek perfection. If there happens to be a holiday, we may be able to take the week off from spelling or simply telescope the program. It all looks pleasant, even without the holiday.

We hear the words making good sense in a story. The teacher pronounces them precisely, as only a teacher can. Then we get to work. We meet some words that rhyme. We are reminded of some words we studied a while ago and have forgotten. We are given a chance to write the words from memory, and if we don't succeed we try again. It's good psychology. If we can't learn to spell by this means, our case is hopeless. We can never be an editor, or a proofreader. But why worry?

MY SPELLING. Yoakam and Dow. Ginn and Company, Boston

Primitivo

For a glimpse of Mexico and a friendly feeling toward a small Mexican lad, there is a broadleafed book of pictures and bits of easy reading. It is named for its hero, **Primitivo.** Now Primitivo leads a happy life, sliding down hill on wooden slats despite the absence of snow, and doing other agreeable things, oftenest with his dog Fonzo, until the hard blow falls and Fonzo is hurt. Money to have the dog treated is scarce as snow itself. But Primitivo sets out to earn the needful pesos. He is industrious and resourceful. How and whether he succeeds in raising enough for the veterinarian and getting his pet back sound and well, must not be divulgedg here. Let any eight-year old read the words, enjoy the lush photographs, and tell you how it all came out.

PRIMITIVO. Gloria Hoffman. E. P. Dutton and Company, New York. $2.50

Health Education

Here, then, is **Health Education in Schools.** The task suggested by the title is decidedly important—and much needs to be done. Most schools lack the proper personnel. The fully trained school physician may have more preparation than is necessary, since he stops with examining pupils to discover defects. Might not a specially equipped hygienist do the job even better? The school nurse, on the other hand, has too little schooling in the social aspects of her work. Schools could make good use of a health coordinator, but there are few such officers as yet. So much we glean from the chapter on personnel.

The book goes into the matter of healthful environment for pupils, both physical and mental. It takes up the special health problems of children at different ages. It discusses the relation between health and the varying forcs of discipline. It considers the possibilities of aid from health agencies outside the school—and recommends a school health council. It takes up the teaching of health, both in health courses and as incidental parts of other courses. It points to the health of the teacher himself and suggests how this can be safeguarded and improved. One way is by relieving him of certain pressures and anxieties—financial worries for one thing. Then there are health records to be kept and evaluation of the program. Altogether it makes a large order, this health problem of the schools. There ought, perhaps, to have been something about physical education and athletics, particularly as the latter too often stands in lieu of a sound general health scheme for everybody. But the authors have covered the ground as they mapped it out. And whole books have been and will be written on physical education.

HEALTH EDUCATION IN SCHOOLS. Williams and Abernathy. Ronald Press Company, New York. $3.50

Newsmen at Work

Any high school student who thinks he might like a career as newspaper reporter or radio newscaster could profit from buying to read **Newsmen at Work.** If he found it of absorbing interest, the chances are that the vocation itself would enlist his energies and talents. If he found it dull, he had better choose some other occupation. This is, roughly speaking, a generalization sbject to exceptions.

The book is presumably designed for an introductory college course in journalism. It differs from most texts in this field in two respects. First, it includes radio, news magazines and organs of limited or specialized scope, as well as the newspaper. Secondly, it confines itself pretty closely to the activities, duties and techniques of the news gatherer and writer. It leaves out the higher-ups who frequently evolve from newsmen and have learned from experience how to direct the work of the newsman. The beginner does not need to know the art of writing editorials. In fact he is liable to be fired if he begins editorializing in his stories.

The authors, Messrs. Campbell and Wolseley, know their stuff and have done what they undertook to do, no less and no more. The column page is well suited to a proper showing of newspaper items and headlines. Illustrations are not profuse but adequate. The task of the newsman is neither glamorized nor deglamorized—merely reported.

NEWSMEN AT WORK. Campbell and Wolseley. Houghton Mifflin Company, Boston. $4.75

Teaching the Youngest

A roundup of sensible suggestions for the kindergarten teacher bears the caption **Teaching the Youngest.** From it the novice and, indeed, the supervisor or the instructor of the about-to-be teacher of small children, will derive not only many workable ideas but a clear understanding of

what may be attempted and in what manner.

There are chapters on the place of English, on holidays, excursions, on work, on health and beauty, on guidance in the forming of attitudes and habits, and on rhythms, games and plays. It is not a book of rules but a well-organized setting forth of what may properly constitute the kindergarten program—a program closely related to daily living and calculated to develop good social behavior and a taste for what will be taken up later when the child advances into the first primary grade.

This little volume should prove useful to those wishing to understand five-year-olds and lead them in one of their most formative years—a year that is too frequently wasted as a vital part of education.

TEACHING THE YOUNGEST. Mabel Louise Culkin. The Macmillan Company, New York. $2.50

Reading Is Fun

Since teachers and parents are jointly concerned with the education of children, both groups of adults may well be addressed jointly as is done in the pamphlets of the Parent Teacher Series. One of these handy publications wears on its label the terse if audacious statement: **Reading Is Fun.** What the author of course means is that it can become fun if the suggestions given in the book are carried out.

The keynote appears to be that the adult take a real interest in what interests the child and, in turn, that the child be early drawn into the interests of his elders, especially the worthwhile interests that are cultural.

One typical incident is told of the child who was beginning to read at school according to the recognize-or-ask method. Having brought his book home, the youngster soon met a word that caused him to ask his mother for help. "Spell it," said she. But no letters had he. A note from the teacher might have explained the schoolroom technique and indicated the sort of help the child needed at that point.

How to create an atmosphere in home or school that will be conducive to reading and to reading good things, is the theme and substance of this well-written pamphlet, packed with the sort of common sense that arises from knowing many children and watching them grow up.

READING IS FUN. Roma Gans. Bureau of Publications, Teachers College, Columbia University. $.60

20th Century in Education

What have the past fifty years contributed to educational theory and practice? To what point have our schools arrived? What has been going on abroad, say in the schools of England, France, Italy, Germany and Russia?

A course in this area of inquiry has been conducted for some years by Dr. Adolph Meyer at New York University, and from that course has sprung a book now appearing in revised and expanded form, its title: **Developments in Twentieth Century Education.**

The work is both scholarly and readable. For ourselves, we should greatly prefer such background material to the usual course in the history of education, which fails to make connections with what goes on today. Dr. Meyer calls up history whenever it is needed to clarify a topic. His handling of progressive education, religion in the schools, and other disputed matters is coolly objective. In the case of progressivism, he cites the findings of investigations that leave little doubt as to the superior values to be had from certain progressive procedures. Obviously some elements of the Dewey movement are seeping into traditional classrooms and will continue to do so.

This is really quite a book for professional perspective and orientation.

DEVELOPMENT OF EDUCATION IN THE TWENTIETH CENTURY. A. E. Meyer. Prentice-Hall, New York. $4.85

Rural School Management

Education of the farmer's children has always presented special problems. Fortunately this education has not all been a responsibility of the school, itself so likely to be poorly staffed, inadequately graded and meagerly equipped and supplied. The farm and home environment have greatly supplemented the work of the school by providing useful atcivities that challenge ingenuity and resourcefulness. Yet the schools in country districts require improvement in a variety of ways if they are to provide the quality of educational opportunity open to the average city dweller. Hence the importance of this new text, **Rural School Management,** which treats the whole matter suggested by its title.

Naturally it covers many topics that the individual teacher can do little about such as school consolidation. Yet it is as well to know the trend, the objections, the conditions that make a larger unit desirable. There are limits also to what the teacher alone can do to modify existing curricula. Yet he or she can be aware of the needs and may do much to meet them.

The author stresses the importance of extending the child's relations with other children. He calls attention to the lack of preschool and kindergarten facilities; the lack of classes for young people beyond school age; the failure to provide a program for adults in most rural areas and small villages. Where any teacher can extend his usefulness is in more closely uniting the school with the school neighborhood. One recommended way of doing this is that of having the children study their community. Another way is for the teacher to become a real participant in the life of the people outside the school.

The work includes many helpful hints on planning the daily routine, on records and evaluations; on discipline; and on goals and standards generally as these pertain to the rural school and its best functioning.

RURAL SCHOOL MANAGEMENT. Ernest Hilton. American Book Company, New York. $3.25

Workbook in Geometry

A step-by-step approach to the theorems of plane geometry is provided in the 176 lessons of this workbook. A typical lesson occupies a page and includes explanatory material and exercises. Many tests are interspersed. It is designed to accompany any standard text in geometry and actually repeats much of the material to be found in such a text. But there is much added by way of clarification. The lessons giving applications are particularly good.

Its overall result should be to strengthen the student's grasp of the subject.

WORKBOOK IN GEOMETRY. Mallory and Horsfall. Benj. H. Sanborn and Co., Chicago. $1.00

EDITORIALS

EDUCATION'S NEWEST BOTTLENECK

College enrolments, greatly swollen during and since the war by the influx of uniformed men and veterans, have reached a maximum and are slowly dropping. It is not so with the graduate and professional schools. These are now becoming overcrowded and many of them are turning away well-qualified applicants.

Why don't these advanced schools of medicine, dentistry, engineering and the social and physical sciences simply open their doors and let all who desire and can take the work come in and do so? Well, they haven't the laboratories or the teachers. Graduate study does not lend itself to large lecture halls and mass instruction. It calls for small classes, person-to-person relations between faculty and students, research facilities, things that cost a lot of money and require time to provide. There are not enough top-grade teachers to be had at any price right now. The situation is quite general throughout our halls of higher learning and professional study. If the law schools seem not to be complaining, it is because these schools are able to enlarge class size and are less dependent on laboratories. But even a law school may lose effectiveness by admitting too many.

While it may be a good thing in some ways to slow down the rush of candidates for advanced degrees and the established professions, lest certain occupations be overcrowded, the problem cannot be set aside that easily. Sooner or later we must expand the opportunities for graduate and professional study. The problem concerns laymen, not educators only.

UP GRADING CONSOLIDATION

Both Smith and Wellesley Colleges have been celebrating seventy-fifth anniversaries, and each is to be congratulated upon so many years of outstanding service.

Wellesley's three-day conference, held as chief feature of its anniversary observance, brought out many wise pronouncements as to the future course of education, and only one that impressed us as more startling than wise.

Mrs. Eugene Meyer, head of the President's Commission on Higher Education, recommended that "shoestring colleges," those smaller private institutions that have a hard time making ends meet, should go out of business and let the larger, better endowed and equipped colleges take over their students and their task. This is the consolidation idea raised to the *n*th degree.

The plan has certain advantages as applied to elementary and high schools, though it often meets with vigorous opposition from communities that are to lose their schools. But that is another story which we are not considering here. The small, meagerly financed college has its merits and its potentialities.

These usually warrant its support. We doubt if the funds it obtains or could obtain cause any serious subtraction of revenues from the better known colleges, most of which are already blessed with unwieldy enrolments that make them rather impersonal.

We doubt if the "shoestring" colleges will choose to abandon their efforts to survive and flourish, or if the colleges in high boots would welcome the chance to act as substitutes. Institutions in the latter group have become so costly to attend that maintenance of the smaller colleges is more than ever essential if education is to be at all fairly distributed.

Mrs. Meyer's suggestion may stimulate some of the colleges in the lower financial brackets to intensify their appeals and to state their case more effectively.

SCHOOL AND CIRCUSES

Plenty of other things besides circuses interfere with school attendance, now as always. There has long been a relationship between truancy and fishing, for example.

Some one suggested in this magazine, a while back, that the secret of securing better attendance in school is to make school itself more attractive. Attractive indeed it would need to be to compete successfully with all the other forms of entertainment available to children in these times.

Yet the problem of attendance is a real one. It probably has a bearing on delinquency.

Many parents appear to be quite indifferent as to whether their children attend school regularly or not. The traditionally required excuse from home only compounds the evil, in many instances.

Teachers make out their registers and are ashamed to turn them over to the principal. He also blushes to think what the superintendent will say when he sees them. And the superintendent must submit his percentages to the state office.

What is good attendance anyway? Has anybody set a standard that is not merely arbitrary?

Reporting on time for work each day is obviously desired of all persons employed in business. Business looks to the schools to form the habit. What can the schools do? What are some of them actually doing?

There are a few conscientious children who wouldn't miss school or be late or excused for anything short of breaking a leg. Prizes for perfect attendance are a

needless incentive for these youngsters — may only cause them to bring measles to the school some stormy morning.

Attendance awards are worse than useless. Moreover they put a premium on that which should be done from a sense of duty.

If any one anywhere has found even a partial solution to the attendance problem, we wish he or she would reveal the answer.

COMMUNITIES WAKING UP

Civic leaders appear to be taking a more active interest in the problems that have heretofore been left to educators. This is a good thing. Meetings on both local and state levels are being held, with educators in attendance but not talking so much as listening.

A typical conference occurred not long ago in Lakeview, Connecticut. Over a hundred representative citizens from business and professional groups outside the schools responded to the invitation of State Commissioner Engleman, to consider the development of public school programs to fit modern needs. Only a minority of those present were directly employed in education. The affair was virtually a town meeting and opinions were freely expressed and discussed. A full report is promised from the commissioner's office.

The paramount conviction of the conferees was that public education is the principal task of every community. Once this belief seeps into the minds of the people generally, the schools can feel sure of adequate support and the public can be equally sure that its cooperation in shaping educational programs and policies will not be spurned.

Communities need to realize that much of the educating is done outside of school hours, so that the community itself is the major factor determining the educational environment. This is not to excuse the schools from doing their best, but laymen should know the school can't do the job alone where home conditions are unwholesome, where laws are disregarded, where churches are at low ebb or where standards of recreation and entertainment are only such as to undo what the schools attempt.

SPLITTING THE PH. D.

Those cherished symbols M. A. and Ph. D. were up for consideration the other week at Madison, Wisconsin, where hundreds of high-studded heads of graduate schools and universities were in a major huddle.

A suggestion offered by Professor H. Mumford Jones of Harvard on the occasion no doubt will continue to disturb the minds of top administrators until some of them give the plan an actual tryout.

The Jones idea, if we get it correctly from the abstract of his address, calls for dividing the graduate school into two distinct parts. First there would be a Research Training Institute, to give practice in research, requiring a thesis and conferring the Ph. D. degree. Beside this would stand the Graduate College, dedicated to the preparation of teachers — mostly college teachers. We are not clear as to what degrees would be granted by the Graduate College, if any. Dr. Jones said in parenthesis that he would let the master's degree simply mark completion of a fifth year of undergraduate study — apparently without thesis.

Separating the mixed purposes for which the Ph. D. is now sought is surely a good thing. But let no one imagine that a graduate school or college without impressive degrees to give out would satisfy the cravings of teacher candidates, or that college faculties would welcome to their exalted ranks those merely qualified but lacking the magic letters. The Ph. D. is too firmly embedded in college catalogs and customs to be tossed aside. It might better be kept for teachers, where the term "doctor" makes sense and some philosophy is essential. Then the Research Training Institute could go hunt up a degree of its own.

KEYHOLE TECHNIQUE

Sometimes we think we have heard everything. Then up comes a new one. A fellow who was once a commercial artist and is now on the staff of Louisiana State University's school of medicine as "medical artist and photographer" — ugh! — recommends peep shows as a classroom adjunt. Things viewed through a peep hole make a vivid and lasting impression, says this advocate of visual education in its narrowest sense. He thinks the teacher of almost any subject could maintain an effective peep show with a different object to be viewed each day.

A Boston store specializing in women's wear, recently marked the arrival of the French liner Ile de France in the Hub harbor by pulling down its shades and letting window shoppers look through portholes at the dummies inside, all togged out for a captain's party. The sidewalk was crowded with people awaiting their turns to look.

We mustn't let merchants get ahead of our schools in ways of focussing attention on their wares. Even the danger of nurturing a keyhole habit need cause no fears, we suppose. The peep show is ready, children. Form a line and don't jostle.

When you have had your thirty seconds, return to your seat and write a letter to W. Branks Stewartt. It was his idea. Now who wants to help me arrange tomorrow's lesson?

CROSSING BOUNDARY LINES

MYRON F. WICKE

The classic, rarely answered question "Am I my brother's keeper?" has at least an academic counterpart in another question: "Am I responsible for any more than my own subject-matter field?" Historically we have proceeded more and more on the assumption that the answer is no, and that our need is to grow increasingly expert in smaller and smaller areas of knowledge. We tend to ape the philosopher who came to know more and more about less and less until he knew everything about nothing. The result has been, of course, a growing emphasis upon our departmental responsibilities, accompanied by a frightful irresponsibility regarding the interrelatedness of knowledge.

This unhealthy state of affairs has led to results so damaging that at times the young find much of our departmental education irrelevant to the real issues of their lives. The urgent need for a reconsideration of our aims is now almost universally felt, and is signalized outstandingly by a growing concern for more adequate general education. This is a concern of both secondary and higher education, though the colleges have been even more deeply infected by the virus of specialization. If the colleges were not responsible for the education of secondary-school teachers the circle would be less vicious. But it is more than apparent that from collegiate curricula and instruction based exclusively upon departmentalism, we can hardly hope to gain teachers sensitive to the possibilities of trans-departmental thinking. The criticism that we have compartmentalized knowledge unnaturally, leaving it thus irrelevant and empty, dry bones instead of flesh and blood, touches us all at a point of sad weakness. For, as we have emphasized our "majors," we have succumbed to the admiring of facts for their own sake, as though they were ends in themselves. If this seems exaggerated, one has only to study characteristic course examinations to learn what teachers seem to regard as the essentials of a given course.

But the needs of students, the only sound starting point for any curriculum, do not admit of being broken into compartmental units. It is the whole of student who needs, not just part of him. Hence courses which are outlined upon the logic of the subject matter — the chronological approach, for example—may be neatly tied and packaged, and may well avoid some of the most stubborn of the problems of the teacher—as that of himself seeing the broad implications of his material—but may quite easily miss entirely the needs of his students in an everyday world.

Another unhappy result of over-departmentalism has been the tendency to mere verbalism and to abstraction, as though facts torn from entire context still retain the rich meanings they hold when seen in context. Naturally in such a situation students feel often that what happens in the classrooms is somehow unimportant and trivial since it bears so little resemblance to the real problems about them. In this respect, the enlightened approach to subject matter of the elementary schools, at least before grade five, is far superior to that of the secondary school and college. In the elementary school at least, *one* teacher works with her pupils at nearly all appropriate areas of knowledge; and what has been learned at nine o'clock may become essential again to the problems faced in the eleven o'clock class. Thus all knowledge becomes the province of the teacher, and of his pupils.

The correction of these sins of separation can develop most effectively only after radical changes in our teacher-training programs. Perhaps we shall have to learn how to prepare secondary school teachers (and perhaps college teachers too) who can teach in turn in several departments of the school before they shall be permitted to settle down into one department. If a student is expected to master the elements (under discussion here are only elements in subject matter) of major areas of knowledge, can we not expect that a highly trained teacher shall have mastered these elements, and that he shall be able to help students to master them?

Such radical innovations are, of course, not readily heard by most educators. It is pointed out, for example, that some teachers are not capable of teaching English. But the plight of English in our public schools stultifies the objection. For by our very system, in which we assume ridiculously that only English teachers have responsibility for the English of our students, we demonstrate again, and with terrible clarity the paradoxical fact that where in the curriculum only *one* is responsible, only one is effectively responsible. We have so mistakenly as-

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sumed the contrary, that where everyone is responsible, no one is responsible.

One avenue to meeting the problem of the re-integration of the curriculum may be quickly suggested, but the possibilities are many and are distinctly not limited to any department. It is essential first of all to determine how we can best improve our present program. How can we begin to destroy the artificial barriers which we have allowed to be thrown up between one area of knowledge and another? Are we using the opportunities for integration which are available to us even now?

The point can be illustrated from any field of study, but perhaps the suggestion from literature will serve adequately. There are many ways to teach literature, and none of them is without some value. That is to say merely that a student may learn at least something from almost any teaching method if he learns no more, perhaps, than that what he is learning is of no real consequence to him.

Perhaps the student who described her minister's preaching by saying, "He answers more questions that no one is asking than any minister we ever had," might have equally sharp ideas regarding her course in English literature. Teachers may emphasize the names and dates of literary works, to give students, as we often incorrectly say, "historical perspective"; and the teacher can soon discover that such data are easily learned and even more easily and more efficiently forgotten. Or again we may major in technical matters—verse forms, for example. An English teacher was shocked one day to overhear himself dubbed "Old Iambic Pentameter." One can indeed sympathize with him, but it is not impossible that the student was too gentle in his nickname. And there are still other ways of approaching literature, and none of them without some possibility of slight profit for the student.

But one way of teaching literature is to use it for what it says about ourselves; for literature deals with men and women, and at its best it is a vital glowing experiment in human life. It turns out, however, that when we study life, we are forced to bring to bear all the wisdom and knowledge we can muster; and we soon discover that wisdom is not the property of one discipline, or even of one discipline at a time. Such study will involve problems in health, economics, sociology, psychology, religion, and what not. Any novel will show this to be true, and any play. It is only less dramatically true of some poetry and essays. The men and women who march before us on the printed page are human beings. Their difficulties have been created by faulty environments, by economic catastrophe which renders them hopeless and mean, by shameful race relationships. But we can never deal with these people as though they were at one moment economic problems, and at another psychological and religious. They are all these at the same time, and more too.

It is, of course, true that the teacher of literature is unusually fortunate in that he may call upon the nature of literature itself to help him in his teaching. For if it is true that what a book says is more important than how it is said, it is also true that the magic of great writing does nourish us too. It is the wonder of a book that it can make us forget ourselves as we relive the experiences of the people upon the stage or upon the printed page. And as we feel with the characters we are moved ourselves, and at times even changed. In some respects, indeed, the intelligent study of literature is the essential core of all general education, demanding as it does the whole view of knowledge. It helps us "to see life steadily and to see it whole."

But the potentialities of literature as an integrating fence in the curriculum must first be appreciated by the teacher, or they go unrealized; they stand waiting also in every field now a part of the secondary-school curriculum. Our opportunities must be identified and exploited, and when this has been done teachers will know that their subject matter has revelence to a student in precisely the degree to which it may be related to other subjects, and to life. It may develop, nevertheless, that as we grow more determined to destroy the artificial barriers which separate us, we shall discover the need for a radical operation upon the curriculum itself. We shall surely discover also an equally important fact about ourselves as teachers. We shall find that as we destroy the barriers between our subjects, we have learned again how to converse with fellow teachers about matters even more important than the weather. For we shall learn that our knowledge—attractive and exciting as it may always have been to us—has become something more. It has become wisdom.

In a recent article entitled, "Vanishing Fences," Professor Lewis Chrisman, of West Virginia Wesleyan College, tells of visiting a history class at a large university. One student was interested enough to ask a question about Dante, only to be reminded by the professor, and with ponderous humor, that his was a class in history, not in literature. Few of us sin quite so flagrantly, but our characteristic weakness is suggested even here. Since our college notes have dealt with history as a departmental specialty, we find it easier to teach the same kind of history. Why should we make our jobs more complex when our material is already so neatly packaged for us?

We have sensed, however, that the packages are often tied so securely that they are never opened again.

FEVERED BROWS

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The first faculty meeting of the year had come to a shocking close, the older teachers registering consternation, the new ones stark fear. The principal had announced that the head supervisor from the main office would pay a visit to the school the next day.

A September visit? Unheard of! November, when everything was under control, the children had work for approval and the rooms were decked with pilgrims and pumpkins, was surely soon enough.

Miss Gray was new to the system. Little did she realize that supervisors sometimes get a kick out of catching teachers off guard before frenzied preparations can be made.

She thought of the list of Do's and Don'ts she had made as a student teacher and, in a moment of over-confidence, had later destroyed. Alone in her apartment, she decided desperately that she *must* make some concrete plans for tomorrow.

First, personal appearance. She would wear her plainest long-sleeved dress. Unruly curls would be pinned to her scalp in an uncompromising knot. Now her face. There would be no decorations—no rouge or lipstick. Adding low-heeled oxfords to the mental picture, Miss Gray felt that "teacher" might pass even G. I. inspection.

Her thoughts turned to the schoolroom, still bare of children's work. A warmed atmosphere must be created. "I know," she decided, "I'll take mother's African violet to school and place it at an artistic angle beside THE JOURNAL OF EDUCATION on my desk." She would make sure the window shades were adjusted, the waste baskets emptied, the chalk tray cleared. The supervisor would find Miss Gray's room the ideal place for children to be happy.

Now for a lesser problem—the children. She must plan something original for them to do during the great man's visit. This thought was uppermost in her mind when, after laying everything out for the morning, she tumbled wearily into bed. She could see just how everything ought to be. The supervisor would open the door, walk softly to the rear of the room. The children would be giving the teacher their undivided attention. Casually his glance would sweep over the room, noticing the African violet in its purple blooming glory, the general neatness, the modestly dressed teacher....

A feeling of nostalgia sweeps over the supervisor. Becoming happy and mellow, he moves toward the front of the room. Miss Gray is standing as tall as she can stretch her five feet two. This dynamic, dramatic teacher's well-moulded voice falls like April rain upon the listener's ears. The supervisor makes a mental note of how much this pleasing voice means to the children and allows his thoughts to follow what the teacher is reading.

Miss Gray says that she has chosen "Tim Rescues A Horse" to read because this is "Kindness to Animals Week." The story is full of thrilling adventures. At the end Tim *really* rescues the horse. Everyone is relieved, pleased, happy—including the supervisor.

The teacher distributes pictures of horses to be colored, thus correlating the story just read and Art. When the children are busy, Miss Gray bravely walks back to the supervisor, firmly, vigorously pumps his hand in greeting. "It's a fine September day," she brilliantly remarks.

"It certainly is a fine September day," repeats the visitor.

"My name is Miss Gray," offers Miss Gray.

"I know," answers the supervisor. .

A jangling telephone intruded on Miss Gray's dreamland. Picking up the receiver, she was shoved into reality by the excited voice of Miss Parker, the fourth grade teacher. "The radio says the buses are on strike. How will we get to school?"

"I'll call my brother," suggested Miss Gray, now fully awake. Then she remembered that her brother's car was in the garage getting a new paint job. "Well,..we could call a taxi."

"I tried," Miss Parker told her, "but we can't get one til nine o'clock. It's raining, you know."

"But whatever will we do?"

"Oh, let's go out to the corner near the bus stop. Surely somebody will pick us up."

An hour later, two undaunted teachers set forth in the rain to try to hitch a r i d e to school. With thumbs raised at the proper angle, clutching lunches, umbrellas, African violet, they waited, waited, waited. Car after car whizzed, zoomed, whined, rattled by. No one stopped. Worried, frightened, at wits' end, the teachers decided on drastic measures. Miss Gray walked to the middle of the road and brandished her umbrella.

A splash—a squeal of brakes. An amused truck driver made room on the front seat, telling the teachers

to hop in, hold on and never mind the smell emanating from the back of the truck. This smell the teachers all too soon identified as BEER. Miss Gray sat stiffly silent, looking straight ahead and hoping against hope that no illustrious member of the school board would see them.

The truck driver, after several futile attempts at conversation, lapsed into silence, thinking that in his day he had hauled beer, bombs in Eurpe and teachers. (Privately, he preferred bombs.)

With resounding screeches, they stopped in front of the school. The girls babbled their thanks, and dashed into the building, nearly upsetting the janitor who was coming down the hall with a stepladder and a pocket full of bulbs. Breathless, Miss Gray tore into her room to turn on lights, open windows, adjust shades, take off her raincoat, scrape mud from her shoes before the bell rang. Then, too quickly, the children were dashing into the room. She pried off rubbers, removed wet coats, closed stubborn umbrellas. Soaked lunches were put to dry on the cloakroom shelf. Her nose informed her of the contents. Apple, orange, onion—the combination of smells, intermingled with peanut butter and graham crackers, would, she thought, be a fine balanced lunch for anyone.

Regular morning procedure was under way before she thought of the expected visitor. She passed out the last copy book and went to the hall to peep. All clear.

In sudden horror, she remembered her mother's violet. She had left it on the seat of the beer truck.

A knock on the door jarred her thoughts into another channel. "This is it," she told herself, and looked down at a fourth grader, who proudly handed her a note. Her honeyed "Oh *thank* you, Joe," sent him down the hall happy. She unfolded the note.

"Relax," Miss Parker had written. "I just heard that on rainy days HE doesn't pay visits. Let's see a movie after school."

Miss Gray drew a deep breath and then, in spite of herself, peered down the hall again. "Goodness," she thought, "I'm getting a regular keyhole complex....The children are restless today. I think I'll read them that story now."

With the rain falling steadily outside, both teacher and pupils had a surprisingly good morning. The noon bell rang. Delighted children marched thither and yon for lunch.

At her door, Miss Gray paused, peered and pondered. No distinguished visitor in sight. Reassured, she took her lunch out of its cracker box and prepared to relax, slipping her new shoes off. Outdoors, rain..rain..rain. Scooping up a piece of homemade blackberry pie, she bit into it generously.

Suddenly the air was pierced by a shrill, childish refrain. "*My* teacher came to school on a *beer* truck. *My* teacher came to school on a *beer* truck."

Miss Gray closed her eyes in a kind of oh-give-me-strength supplication. When she opened them a second later, she was NOT surprised to see two men advancing. One was a tall, smiling stranger with rimless glasses. The other gingerly held an African violet in rain-soaked hands.

With shoes off, unconsciously spouting a blackberry mustache, Miss Gray rose to greet her visitors—the driver for "the best beer on tap" and the distinguished head supervisor.

FIVE TIPS FOR TEACHERS' COLLEGES

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Recently the head of the English department of a well-known teachers' college asked me what I considered some of the things that his school and others like it might give the prospective teacher of English. My suggestions, all of them based on observations and experience, were five.

1. Give the student teacher some guidance in the handling of discipline problems. Where discipline is in the foreground, learning is pushed aside. Many an otherwise capable teacher has been ruined professionally by noisy classes and lack of respect from individual pupils. Crowded conditions predicted for the next decade do not make the picture any brighter.

2. Common speech errors should be anathema. Pupils who make gross mistakes themselves notice and criticize the smallest slip by the teacher, particularly the teacher of English. Expressions like "he don't," "can't hardly," "used to could," "like to have (fallen)," *who* for *whom*, and *I* for *me* as the object of a preposition are some of the worst offenders in the speech of supposedly educated people. Even *like* as a conjunction, now acceptable in most speakers, is conspicuous when an English teacher says it.

3. Apply the same type of vigilance to mistakes in writing. Teachers who are meticulous in spelling *too* and *all right*, who know how to construct forceful and accurate senten-

ces without violating the rules of grammar win the respect of pupil and parent alike.

4. There is no substitute for wide reading, both from standard and from modern authors, from fiction and non-fiction, from English literature as well as American. Building such a background is a continuous process, extending from cradle to tomb. It is desirable that the English teacher know Shakespeare and the *Bible*, Milton and Chaucer, as well as Robert Frost, Virginia Woolf, Ibsen, and T. S. Eliot.

5. The teacher of English should travel. Tours of Europe, as well as of Mexico, South America, Canada, Alaska, and all the 48 states, are now available again. Even students in training may visit some of these places during summer vacation. The regularly employed teacher, by close economy and careful planning, may see much of the world. Personally, I feel that a summer in England helped more with my work than any other single experience.

I might have added a sixth point—training in organization of school work. Too many teachers, both new and experienced, are bogged down with detail or swamped with papers because of lack of planning and forethought. Economy of time is vital for both teacher and pupil.

No mention has yet been made of certain fundamental qualities of all teachers: genteel behavior and manners, intellectual curiosity, capacity for critical thinking, honesty, tact, patience, human sympathy and understanding, maturity of judgment, and the art of making a subject interesting. These characteristics the colleges cannot create, but they can help develop what is already innate or can build on a foundation acquired earlier in life.

THE NATURAL WAY TO NUMBERS

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Arithmetic, it is now claimed, is no longer "drill" on abstruse number facts. Today they present numbers in a colorful assortment of 6 red apples and 4 yellow ones or 7 lollipops less 3 already eaten, and so on and so forth. But does this teaching in "life situations" lead to an easy mastery of arithmetic? Have we fewer arithmetic failures today than ten or twenty years ago? Unfortunately not. Why then has this attractive sounding approach failed to make children confident and happy in their dealings with numbers?

There are 100 basic addition facts and 100 basic subtraction facts to be mastered. How do you teach "6 plus 4"? A modern teacher introduces numbers in "life situations." How many juice glasses do we need for 6 boys and 4 girls? The pupil counts the total of children and finds 10. He selects 10 glasses and lo and behold — everybody gets his juice to his greatest satisfaction. But does this happy experience enable the child to solve the example "6 plus 4" if presented in a test? Reconstructing the scene with the children and the juice glasses will not help; thinking of something as concrete as 6 boys and 4 girls does not make the answer 10 pop up when needed. The teacher's advice is simple: You'd better memorize that "six plus four is ten." And so we find that all the apples and lollipops are followed by so many number combinations that have to be learned by rote and thus we have come back to *drill*, drill on unrelated, dissected number combinations.

There is no doubt that we can illustrate any single number fact easily with a concrete object in a life situation But how does the child discover that "6 plus 4" and "7 plus 3," for example, are closely related, belonging to the "10-facts," if the single facts are presented in unrelated life situations? How can the child discover that numbers have their definite individual characteristics and live in family groups with their neighbors if they are presented to him removed from their natural surroundings, cut off from their roots?

It is certainly true that we have to make numbers concrete to make them accessible for the child. There is no other way for the child to acquire abstract concepts but to develop them by himself from firsthand experience with concrete objects. However, not any concretization will do; number concepts can only emerge from a concrete representation that is true to the inner nature of numbers. Moreover we must keep in mind that we are making numbers concrete to help the child *recall* number facts.

Let us try a new concrete approach to numbers. The mathematician has a clear picture in his mind: he actually *sees* where a number stands in the series of numbers, how it is built up by other numbers, or what happens if an operation of adding or

subtracting is set in action. This is the natural way to numbers for a child too. We have to present the child with concrete number materials which make him *see* the structure of the number system. We must present the subject to be taught not dissected and not artificially embellished but so that the child can discover its structure and grasp its real meaning.

Number facts, in arithmetic, are without exception expressed by equations. A natural way to numbers must provide the child with a concrete demonstration of all three terms of such an equation. In viewing (6 + 4) children, pencils or dots, only the two addends (6 and 4) are seen concretely. The total is counted up piece by piece, and if the child errs in counting, he can never *see* the incorrectness of his result. If, in contrast, we put a block 6 units long and a 4-unit block end to end, a child finds by measuring that the two blocks equal the 10-block. Errors are seen and corrected by the child. The "equalness" of (6 plus 4) and 10 is clearly seen. *Counting* is useful in daily tasks and must be taught; but only *measuring* leads to the full grasp of the relationships between numbers.

To clarify some basic concepts we have developed a set of number patterns which show the structure of the odd and even numbers so that the equalness of "1 + 4" and 2, "1 + 2" and 3, "2 + 2" and 4 is seen without counting. The domino patterns (as often used in the semi-concrete approach to numbers) are not fitted to show these relations; the domino-4 plus the domino-3 do not "equal" the domino-7 nor do the two 4-patterns equal the domino-8. The child is asked to count the total of the two addends — and, once more, he can arrive at a wrong answer or forget what total he found.

In our new method, Structural Arithmetic*, the child handles blocks and cubes in his experiments, fitting them into boards and tracks and other devices. He discovers by himself the place of each number, he finds all block-combinations which make 10, he finds that adding means ascending and subtraction descending in the number track, and so on. He sees all number facts in unforgettable pictures which allow him to reconstruct in his mind whatever special example he is to solve. Since the child learns by insight, he transfers his knowledge from one field to the other as he goes on with his experiments.

What waste of time and effort there is if in modern workbooks one illustration attempts to show just one isolated number fact. Aside from the fact that by counting "2 puppies and 8 more" a child cannot possibly learn that "2 plus 8 equals 10," such presentation does not make use of arithmetic as a *system* of numbers. By nature, number facts belong together in certain characteristic ways. Take the Unit Box, for instance, which is just a box ten units square. Let the child discover which block-pairs fill the box. He will find the ten block combinations which result in 10, namely, 1 and 9, 2 and 8, and so on up to 9 and 1, and 10 and nothing. Even the last fact is clear and concrete. The ten-block and "nothing else" (no other block) fits in the ten-box. The children tell the "story of 10" and recall the striking facts first. Two like blocks make 10; 5 and 5 make 10. Soon they know that 9 and 1 belong together in the 10-box, as well as 8 and 2. And so on and so forth. When, later, a child meets the example "6 plus 4" he says "10, 'cause they go together in the 10-box."

In Structural Arithmetic, every step is concrete but all steps belong together and thus true numbers concepts emerge. A few structural techniques each show a whole group of related number facts. For instance, the story of the Climbing 1, the story of the Climbing 2, the story of 10 and the story of odd and even numbers secure the knowledge needed to solve the 100 basic addition facts. An equally small number of similar techniques teach mastery in subtraction and, later, in multiplication and division.

The natural sequence in teaching is "pure" numbers first and the application in daily life or problem solving afterwards. What fun for the child to be able to give immediate answers in practical situations. When such questions arise in our kindergarten, the children answer without even knowing that they talk "arithmetic." Somebody wondered how many children were left in the yard. Kathleen says, "I saw 3 in the sandbox and 3 at the slide; that makes 6 still to come in." Or Susie says: "Look, we have only 5 in our group and there are just 5 little ones, so we'll need 10 chairs for music." How pleasant is the actual preparation of a party where the numerical tasks are figured out without effort. Knowledge of arithmetic must be tested and enjoyed in daily life; but teaching numbers in life situations puts the cart before the horse.

Undoubtedly a child learns best when his interest carries him along. A natural way to numbers must be full of life and adventure. Five white kittens and two black ones are sure to attract a child's attention to — *kittens*. There is at least a second-hand interest in the numbers mentioned in this context. Success in teaching, however, is obtained only if the subject matter is in the focus of the child's mental activity. This can be achieved in letting the child experiment with blocks and boards. Even if the child does not need the blocks any longer, he is still interested in figuring out what "6 plus 4" or 9-8" equals. He met "6 plus 4" when he worked with the 10-box; and he knows that there is a difference of 1 between any two consecutive numbers. He is interested in working out problems, since he has understood the prin-

ciples and is eager to apply them.

When teaching is done by drill, extrinsic motivation is needed to make the child submit willingly to the boredom of memorizing the "combinations" by rote. Arithmetic as such is not attractive. Children have to be shown that they need adding and subtracting in daily life, or that they have to know figuring to get a job and get on in life. But do we have to tell a baby that he should learn to walk because he will need his first unaided steps, keen on the discovery of the world around him. Children are curious, they are genuinely interested in the still unknown, they are proud of their achievements. We have but to lead the child on the natural way to numbers and no more outward stimulation is required; he is eager to go ahead exploring the realm of numbers by himself. Arithmetic becomes a fascinating subject, and the children can hardly understand that it seemed hard and hateful to so many — once upon a time.

**For further information, consult "Children Discover Arithmetic, An Introduction to Structural Arithmetic," by Catherin B. Stern, Harper and Brothers, New York, 1949.*

WHAT'S DONE ABOUT EXCEPTIONAL CHILDREN?

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Students majoring in primary education at the University of Akron last year attended a conference on exceptional children held in Cleveland, and came away with heightened interest in the special needs of such children. The class wanted to know what attention these children are actually receiving in representative school systems throughout the nation. Accordingly we undertook a survey of the situation as our class project for the term.

Under my direction, they prepared a set of twenty questions, which we mailed to the administrative heads of city schools all over the United States and in Hawaii. Replies were received from 164.

What is meant by the term "exceptional child" is more or less debatable, but we liked this definition given by Seattle, Washington:

"Exceptional children are those who deviate from the so-called normal child in physical, mental, and social or emotional characteristics or abilities to such an extent that specialized training, techniques and equipment are required to enable these children to attain the maximums of their abilities and capacities."

Following is an abbreviated report of what we learned from our inquiry:

1. *Do you make any provisions for gifted children?* Thirty-seven per cent of the administrators stated they were making some provision; 52.8% made none. The meaning of "gifted child" did not seem to be clear. One of the best authorities, Leta Hollingsworth, states that gifted children are rare, having an I. Q. of 180 or over. In 23 years' work, she found only 31 children with I. Q.'s above 180. When Terman tested California city children, he found only 15.

Few special provisions for gifted children are made in this country. Most schools try to enrich and broaden the program. Wheeling, West Virginia, reported that bonus assignments were given, and Pittsburg had enrichment workshops. Hunter College, in New York City, is doing experimental work with a school of gifted children.

2. *If so, how many do you have?* Only 14.9% of the administrators answering the questionnaire attempted to state the number of gifted children in their schools. The majority of school systems stated they did not have these figures, because provisions are made by the individual classroom teacher.

3. *What is the I. Q. range of the gifted child?* The administrators generally replied 120 to 130 and up. The entire range was 110 to 214. The Pittsburg, Pennsylvania superintendent wrote, "I. Q. is only one factor in defining the gifted child. In some areas of the city, special programs are available to children with I. Q.'s above 130. In other sections, the I. Q. may be 125. There is no real limitation placed in terms of I. Q., however. Academic and social achievements are included, as well as special talents."

4. *Is there segregation of the mentally and physically handicapped?* Although 70% of the school reported some type of segregation, many hastened to explain they did not feel they practiced segregation in any

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negative sense. Often the handicapped are grouped for instruction by a qualified teacher in special rooms, but their classes are in regular elementary and secondary schools and they participate with other groups in social and extra-curricular activities.

Seattle, Washington reported special centers for non-academic students, pre-vocational schools for children unable to adjust for socio-economic reasons, and parental schools for those requiring parental care.

5. *How many sight-saving classes do you have?* Only 53% of the schools reporting have sight-saving classes as such, but some provision is made almost everywhere for children with imperfect vision. Many public schools which have these children send them to schools which are specially equipped.

6. *Are the sight-saving teachers specially trained?* We found that only 51.2% of these teachers have received special training. This is probably due to the fact that this is such a new field that teachers are studying as they teach.

7. *Do you accept blind students?* Some 71.6% did not have blind students in their schools. Generally the blind do not apply for admission.

8. *Do you accept deaf students?* Half of the schools surveyed do. Many will accept only the partially deaf.

9. *Have you any lip-reading classes?* Fifty-three per cent of the cities reported lip-reading classes, often in connection with the speech correction program. Some systems have itinerant teachers.

10. *Are spastics enrolled in the regular classes?* Fifty-nine per cent of the schools are doing something for spastic children. They attend regular classes according if their handicaps are not too great. A spastic child should remain with children his own age so he may develop normally.

11. *Is there any in-service training of teachers for spastics?* We found that 75% of the schools do not have such in-service training. The state of Virginia provides a summer work-shop for such teachers.

12. *Do you have a speech clinic or a speech correctionist?* Sixty-nine per cent of the schools do have some sort of speech correction program. The classroom teacher often cares for mild cases and the correctionist works with the more severe ones. Many cities work in connection with a local college clinic or state department of health.

13. *Do crippled children attend regular classes?* Sixty-eight per cent of the schools did have crippled children attending regular classes. Those not thus enrolled are in special classes, special schools or have home instruction.

14. *If not, what special provisions do you make for them?* Some schools have special orthopedic classes. Other systems send the children to schools such as the Harold Upjohn School for special education in Kalamazoo, Michigan. Pittsburg operates a school in the children's hospital. Brockton, Massachusetts offers correspondence classes and Chattanooga, Tennessee has guidance in mental hygiene for the home-bound.

15. *Are cardiac cases recognized and handled in any special way?* Seventy-four per cent of the schools make special provision for cardiac cases. Most of these children are excluded from physical education and have their classes on the ground floor. Special rest periods and lunches are provided and the children usually have a modified school program. The more serious cases receive home instruction.

16. *How do you care for children who are subject to attacks of epilepsy?* Mild cases are kept in the regular classes but the more severe cases are given home instruction, put in special classes or institutionalized.

17. *What is done for tubercular children?* Sixty per cent of the schools were doing something for this group of children. X-ray programs are now being carried on almost everywhere. In some cities, tubercular children still attend open-air classes. Severe cases are usually sent to state or county sanitariums. Some cities have special teachers and classes for children in local hospitals. Tempi, Arizona, conducts correspondence courses. Most public schools provide teachers for the home-bound.

18. *Do you have any classes for the mentally retarded?* Seventy-two per cent of the administrators said they had such classes. There seems to be provision made generally for the mentally retarded child. As Richmond, Va. states, "The present trend is toward reduction of special classes and for absorbtion in regular classes. We find this policy hard to implement."

19. *What is the range of their I. Q.'s?* We found that most schools place the average I. Q. range for mentally retarded children between 50 and 75. Tulsa, Oklahoma gave a range from 50 to 95, stating that the children were placed in this group because of educational retardation whatever the cause might be.

After conducting this survey, we concluded that too little is being done for the exceptional child. Much more is done for the mentally and physically handicapped child than for the gifted child. There seems to be an awareness of the fact that exceptional children should be developed by teachers qualified in the various fields. The initial cost would be high, but it is better than having these children institutionalized later in life.

I COULD TEACH BETTER IF . . .

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What are ideal teaching conditions? Every member of our profession has asked that question and answered it in his own way.

It is decidedly *practical* to conjure up an image of the ideal educational atmosphere. A student who seeks vocational guidance is often asked, "What work would you do if you could choose without any restrictions?" Knowing his wish, however unattainable, he is better equipped to select an actual occupation that resembles it most closely. In a similar way teachers must know what they want, so that every opportunity may be used to approach their goal.

Ten suggestions for ideal teaching conditions are submitted here. To what extent do you agree? What would you omit or add? The reader is invited to comment.

1. Financial sufficiency and security.

Perhaps later proposals will find easier acceptance if—as salesmen know so well—the "prospect" can be induced to say "yes" to begin with. Surely the first item is basic and opposition to it will be unimpressive. Teachers' salary requests are not extreme. It is only natural that we wish at least to equal the remuneration of occupations which require less investment in training.

2. Genuine liking for teaching.

Without this interest any other circumstances, however favorable, would be depreciated currency. Assignment to preferred age groups and subjects is an obvious corollary.

3. A sound future for our students.

Teaching and guidance acquire new significance if the student can look forward to an educational and occupational opportunity suited to his ability.

4. Open-minded school authorities.

In these days of distorted word usage it is necessary to define educational democracy. It might be termed freedom, within the confines of our self-made laws and the practical requirements of the student's life, to seek and teach the truth. Science, and above all social science, calls for objective inquiry into all discoverable relevant facts.

5. A comfortable, cheerful plant.

All our interests are not in the lofty realms of educational philosophy. Let us include in our list some *comfortable* furniture and pleasant decoration. What motion picture theatre would dare to challenge us with those hard, brown, indestructible objects we and *our* audience sit on for uncounted hours?

6. Full recognition for *teaching*.

As every *Journal* reader has discovered to his dismay, a surprising proportion of the public, perhaps including many school and college board members, picture the teacher as a person who works only when he is in the class room talking to a class. His remaining time is supposed to be spent in luxurious indolence. It would be equally logical to think a tailor works only when he wraps up a suit and delivers it to the customer.

The best teaching, with adequate planning and revision, is a full-time job. It should not be a method of paying for an opportunity to do research. It should not be subordinate to a high-pressure "publish or perish" doctrine. Nor should it depend upon time left over from clerical duties or committees on committees on committees.

7. Reasonable student load.

Classes should be small enough to permit individual acquaintance with members and conferences about their special needs.

8. Elective courses.

On the high school and college levels a good working relationship is half established in advance when students take subjects of their own choosing. This is not to deny the necessity for some required studies.

9. Appropriate field trips.

Teachers find students eager to see how their studies work out "in real life." But it is often difficult, sometimes impossible to arrange instructive visits.

10. A liberal equipment policy.

Is there any educator who questions the ultimate value of supplying students with the best books and replacing them as soon as a better product comes from the presses? Subscriptions to helpful journals are in a category only a little less desirable. Projection equipment and other visual aids should be on hand. It is difficult to imagine a better investment than a bit of generosity in the purchase of good teaching accessories.

A noteworthy feature of some of the submitted proposals is that they are so easily within the grasp of many communities, if their importance was accepted, and if there was willingness to act. But because of those "ifs" the fact remains that for most of us they are, as a group, remote. The question is how to retain teaching effectiveness—or at least emotional stability—under existing circumstances.

It would be poor rationalization to say, "What's the use of even try-

ing?" The positive approach is not unlike that in other occupations. In the first place it consists of reaching the best possible compromise between hard reality and ideals at the present moment. In the second place it requires individual and collective striving for improvement, within the school or college, in the local community, and in the nation as a whole.

In evaluating our educational shortcomings and listing our ideals it might be mentally hygienic to count off our *advantages* compared with those in other parts of this troubled globe. To name just one, we have no officially sponsored ideology which it would be "tactful" to accept. Need any other advantages be mentioned?

The writer of this article has indicated that he would very much welcome hearing from our readers wishing to comment on or amplify his ideas.

THE ENGLISH TEACHER AS LIBRARIAN

JAMES E. WARREN, JR.
Brown High School
Atlanta, Georgia

Since the librarian is increasingly thought of as a teacher, perhaps she will not mind my referring to the teacher as a librarian when I am considering him as one who encourages reading, advises upon a choice of books and suggests methods of enjoying them.

While I have not found this to be the teacher's most difficult task, I have found it a problem never completely resolved, for I have continually experimented, shifted my viewpoint, settled down for a semester only to abandon my position as untenable, and completely revamped my aims and devices with the change to a new school.

I taught two years in a junior high where little reading was asked for or encouraged. I had seven years experience in a commercial high school where the majority of the students, excellent though they were in many respects, held as their *summum bonum* the white-collar job. and steadfastly inquired, "What good do old books do you? How will literature help you get work?" Almost anything in the way of reading had to be accepted and cherished there. At my third school—a boys' senior high with a definite college preparatory slant—reading was taken for granted and I perhaps never fully appreciated the *quality* of books which I might have insisted upon.

Now after two years of teaching in a community high with a student body drawn from an educationally ambitious and reasonably cultured middle class, I feel that I have at last discovered the most fertile soil for the encouragement of reading. My mere suggestion and the example set by a few better students have been sufficient to produce numberless readers of Hardy, Galsworthy, Shaw, Lewis, Melville, Steinbeck, Buck, and Cather, and some who have journeyed frequently into Shakespeare or dipped occasionally into Chaucer. I claim little credit for this. My students' record cards show that they have been reading voluminously and intellectually long before they reach me.

I believe that success in encouraging reading depends largely on three conditions.

First, the teacher should be the best-read person in the classroom. The class should be familiar with his interest in reading and his critical attitudes, and should feel that he is a sympathetic audience for the discussion of books.

To be well read today is a Herculean task for anyone. For the English teacher, it seems an almost impossible one, since preparation and grading of written work usually allow him only a minimum of social life, a modicum of recreation and a little relaxation. To substitute extensive reading for any of these would seem to be a busman's holiday of the most unwise sort. But ordinarily he is a lover of books, content to spend a few hours a week in pleasurable reading. If he is not always conversant with best sellers, he is already widely read, his academic background having thrust him into the fields of drama, poetry and biography, thus helping him stay several notches ahead of mere consumers of novels.

To keep abreast of current literature, he may resort to the book review sections of the larger newspapers, the *Saturday Review of Literature*, the Book-of-the-Month Club bulletin, *Omnibook* and similar sources of reviews and condensations.

If he does not neglect the educa-

tive value of students' reports, he will, after several years, find himself familiar with numerous perennial favorites he has never read. Also a familiarity with the offerings of the school library will enable him to anticipate the choice of many students.

With a wide classical background, opportunities to survey present-day literature briefly, and familiarity with students' favorites, he will not too often be at a loss to meet young readers on a ground of common knowledge. When he is unable to do so, the honest admission that he has not read an old book or his interest in noting and inquiring about a new one will, as far as the class's respect is concerned, more than compensate for his lack of knowledge.

Second, the teacher should make the choice of books as broad as possible, as long as the quality is consistent with the students' abilities. Most teachers assure themselves of a high standard of endeavor by one of a number of restrictive measures. Many require books from prescribed lists of their own; many use lists already prescribed for their school or system. Others require a certain number of pages to be read for the guarantee of a certain quarterly grade; still others assign point values to books on the basis of quality and length and demand the accumulation of a fixed number of points. While I have not employed these methods myself, I have "inherited" from teachers who did use them students who had become real readers.

But I have come to feel that such restrictions are unnecessary to maintain an acceptable reading standard in the average high school. The typical teen-ager of today is reading more and better books than the typical adolescent of any preceding generation and only a little urging is needed to make him try the best.

The teacher can do much to make the best available—even almost unavoidable—in the classroom. I have brought armfuls of books from the school library to the classroom, introduced each briefly, and then checked them out in turn to eager students. A really perfect literary rapport may be established if the teacher will lend his own favorites to students. Incidentally, a show of catholic taste on the teacher's part will go far to prevent students from feeling that they are being pushed into dull reading. I have often recommended Wodehouse, Haggard, Lovecraft, Farnol and others not on required lists and have found them excellent for certain students. Certainly many books on required lists are of questionable literary merit and have gained their place largely through uncritical acceptance.

Naturally, the reading may be made directional by keeping it in the spirit and purpose of the course. In the eleventh grade, I ask for books by American authors to augment the textbook in American literature; and, in the twelfth grade, I ask that the author or the setting be English. Of course, I make exceptions when an honest error has been made in the author's nationality or when the interest of a student has been aroused and he especially wishes to report on an exception. In the tenth grade, I accent types of literature and require reports on at least one novel, one play, one collection of short stories, and one book of verse.

Third, the teacher should make both the reading and the reporting as easy as possible for the individual student.

The student should be made to feel that he is reading, not studying, and that he will not be responsible for a knowledge of every feature of the book. Exactly what the teacher expects on a report should be understood early in the course so that every student may read with this consideration in mind. The greatest problem will be to prevent him from retelling the story. It should be pointed out frankly that few people are sufficiently good story tellers to make the entire plot of a novel interesting in a brief report. He may be urged instead to appreciate and comment upon the importance of the setting and its relations to characterization (a relation most pertinent in our socially conscious world) and to observe characterization and its part in the motivation of the plot.

By tenth grade the student begins to be conscious of structure and form as evidenced by such remarks as, "It drags at the first," or, "The author takes too long to say anything." One of the main purposes of a literature course should be to provide a more definite recognition of form and a vocabulary to recognize it. A dawning appreciation of style also begins to be apparent in high school and deserves encouragement. Generally speaking, a book report should be a *description* of a book, a description involving whatever criteria the student may have been given to consider in determining the book's merit.*

A choice should be given between oral and written reports.

For every student who is willing, the oral report is better, I think. It provides practice in speaking informally before a group, furnishes an audience situation in which students may see what is being read by others of their grade level, gives the teacher an opportunity to examine further the student's grasp of a book, and permits both teacher and class to discuss new books and authors, review types of literature, and analyze literary attitudes and student reactions.

The shy student or one with a speech problem should be allowed to hand in his written report inconspicuously. Besides casting a shadow over his reading pleasure and as-

sociating books with embarrassment in the classroom, insistence on an oral report (sure to be poorly done) may well "kill" the book with the rest of the class.

With these three principles in mind, I have settled down (for a time at least) to a reading program which I feel is successful and to a reading philosophy which I hope is progressive.

* *See "The English Teacher as Critic" by the same author in THE HIGH SCHOOL JOURNAL, October, 1948.*

TREATING OF THIS AND THAT

MARGERY WELLS STEER

HINTS ON STUDYING

High-school students or college freshmen may be interested in these hints on "making the grade" in schoolwork, as suggested by the University of Illinois student committee of freshman advisers.

1. Plan a daily schedule including classes, exercise, fun, and sleep. The study habit is a good habit.

2. Studying in an upright position at a desk clear of pictures—or anything else distracting—is more conducive to studying than lying on a bed or lolling in an easy chair.

3. Keep your work up to date. Don't let it pile up until just before exams. Attend classes regularly.

4. Sleep and rest are absolutely necessary for clear thinking. It isn't smart to stay up all night before an exam.

5. Sitting at a desk and day-dreaming is not studying, and too many hours of day-dreaming induce fatigue, not wisdom. It is better to break away from your books entirely for a while and then go back to them.

6. If, while you are studying, you find yourself thinking of some little tasks you should take care of, make a list of them to get them off your mind. Then you can concentrate much better on the subject at hand.

7. Don't be frightened by what others may say regarding certain courses, teachers, and exams. Form your own opinions. Different people have different likes and dislikes.

Just for good measure the committee adds this note: If things do not seem to be going right, talk to your teacher or adviser; it may help a lot.

OUR SCHOOLS AND OUR COMMUNITY

Hiram College, a small liberal arts college in northeastern Ohio, is by no means afraid to experiment. Its intensive study plan, whereby students pursue one study at a time instead of carrying courses in several fields simultaneously, has attracted wide interest. A less well known but very significant experiment is the Northeastern Ohio Community Institute held each October on its campus.

Some years ago a group of leaders from several small communities in the vicinity of Hiram, impressed with the needs of the communities they served and perplexed as to how the people might best be helped to understand and solve their problems, approached Hiram's president, Dr. Fall, to ask whether the college could offer any assistance. As a result of this consultation between college and community, plans were made for an annual Community Institute. The college would furnish the meeting place and some help with program planning but the responsibility for the Institute would rest with an executive committee composed of representative people from the six counties included in the plan.

In past years the institutes have considered such subjects as The Small Community, Conservation, The Family as the Fundamental Unit of Society, The Small Community Examines Itself. Obviously, these are areas in which the school can offer leadership and assistance provided it recognizes that its responsibility extends beyond the classroom walls and past the boundaries of school property. It was appropriate, therefore, that the Institute took as its theme this year "Our Schools and Our Community."

Since a commission appointed by the Ohio legislature is considering a proposal for a consolidation and reorganization of school districts for the purpose of eliminating those having less than six hundred pupils, this issue is a crucial one in many Ohio communities. Under the chairmanship of Mr. J. P. Schmidt, rural sociologist of Ohio State University, a panel of educators and laymen discussed the pros and cons of this proposal, following which there was spirited discussion in a general forum period.

Under the proposed reorganization plan, many children would be sent out of their home communities to be educated and many communities would lose their schools. What would be the effect on these children? On these communities? Would the expanded school plant, the improved facilities, the broader curriculum, which are financially impossible in the smaller school unit, compensate for the removal of these children from their home neighborhoods and for the removal from these neighborhoods of the center and focus of community life—the school? Can a school divorced from its community functions give the child education for community living? Is not this education for community living essential? Can communities as well as schools be consolidated into larger units? How assure the local control of schools?

There are no easy answers to these questions and the Institute, of course, found no formula by which to resolve all these problems. However, as the group discussed these and similar questions, there did emerge a clearer realization that the welfare of the child, the school, and the community are mutually interdependent and that all decisions must be made in the light of this relationship. The public frequently has little or no understanding of the importance of the community factor involved. When school policies are based on a consideration of the needs of both the child *and community*, it will be a happy day for both!

For those who may wish to explore this question further we recommend Cornell Extension Bulletins No. 445, 1940, and No. 699, 1938, by Sanderson and Stromberg, respectively. Both of these bulletins deal with the subject of rural schools, centralization, and community life.

Administrators

Are Not the Only Ones

who read this magazine with interest. It has always had its attractiveness for those who teach. In fact, a growing number of classroom teachers are regular readers of The Journal of Education. Many of them subscribe personally. Others are supplied through subscriptions paid for by their schools.

If you, as a school head or a teacher, happen to be sampling the magazine for the first time, and if you think you would like to see it regularly, we invite you to join our far-flung circle of subscribers throughout the United States and in twenty-odd lands abroad.

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***The* JOURNAL OF EDUCATION**

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THE NEWS DIGEST

No Fixed Age For Reading Mastery

PASADENA, CALIF. — Public school requirements that all young children learn to read at the same age were assailed by Dr. Willard E. Goslin, Superintendent of Schools. Dr. Goslin said he had examined virtually all the documents in the Freedom Train and did not see any that required that children be able to read at a specified age.

After cautioning the educators not to misunderstand his position because "never before have we had such a need for boys and girls who can read," Dr. Goslin declared that children varied as to their ability and "readiness" to read. He said that youngsters might begin any time between 4 and 7 years of age; that Woodrow Wilson did not learn until he was 9. He was caustic in his critism of education systems that had a child of 6 enter school in September and required him to be able to read "by Thanksgiving." He added: "I don't see why American fathers and mothers let us get away with it."

Attention, Statesmen! Youth Is Speaking

YOUNGSTOWN, OHIO — Discounting the notion that young Americans are irresponsible and incapable of serious thought, Supt. Paul C. Bunn submitted certain questions that trouble many an older head in Washington to the class of 1950, in Youngstown High School. Here is what he got back:—

The majority of the students felt that communism was the most serious problem confronting the nation today, followed by the labor situation and racial prejudice.

When the students were asked to suggest another line of national defense beyond military, they named in this order: (1) a strong educational system; (2) tolerance of other races and religions; (3) a sound economic policy, and (4) loyalty to our form of government.

On the question of reducing the national debt, the students suggested reducing the number of government employees, reducing loans to foreign countries, insisting on other countries paying their debts, and higher taxes.

Think IQ Test Weighted Against Underpriviledged Children

NEW YORK—You wouldn't think of applying an intelligence test, made up for American children, to children in Bali, France or South Africa. Isn't it equally absurd to apply a test arranged for culturally privileged children to those living on the other side of the tracks?

So ran the reasoning of Dr. Ernest Haggard, of the University of Chicago, as he addressed a meeting of testing specialists in this city.

Children in some homes lack the mental stimulus experienced in other homes. Their vocabularies are less devoloped. In certain cases there is poor nutrition, resulting in less vigor of both body and mind. The atmosphere within the home or neighborhood may be one of discouragement and frustration.

Studies have shown "no demonstrable difference in the inheritance of mental abilities in different social-economic groups", Dr. Haggard declared. What is needed in the testing of intelligence, he believes, is something that will be free from cultural discrimination. While admitting this is hard to devise, he thought it a proper goal to strive for. At least he would have testers and educators realize that present methods are weighted in favor of children having better backgrounds, to the disparagement and often the injury of those less fortunate.

What's in an IQ anyway? Obviously a lot more things than may have been reckoned with in our attempts to measure it.

Baltimore Schools Need More Clinics

BALTIMORE, MD.—At least 75 or 80 Baltimore children now classified as mentally handicapped could be restored to normal rating if the schools had adequate child-guidance psychiatric facilities.

That is the opinion of Dr. Harry Latshaw, director of special education.

The Baltimore school system now has only one part-time clinic for child guidance.

Dr. Latshaw estimated Baltimore's need as follows:

Three, full-time child-guidance all-purpose psychiatric clinics.

Four screening units for each clinic.

The purpose of the screening units would be to examine the child to see if he really needed phychiatric help and to handle those that do not.

The report on community clinics recently issued by the Council of the Psychiatric Societies of Maryland recommended only one full-time clinic in the schools, but Dr. Theodore Lidz, a member of the community clinics committee, explained that that was obviously not the ultimate aim but just a beginning.

Poet Frost Warns Of Teaching Danger

MEDFORD, MASS. — Robert Frost, noted American poet, asserted that "there is a grave danger of making a science of the humanities" in American universities.

Speaking at Tufts College he deplored the "conflict existing between science and the humanities and education." He said that teachers of the humanities "feel the need of making the teaching of literature hard in order to compete with the teaching of science."

"The humanities should be taught as amenities, not as asperities like science," he declared.

More Leeway Sought For VA Study Changes

WASHINGTON, D. C.—The American Council on Education has asked the Veterans Administration to give non-profit schools and colleges a free hand in saying whether student veterans may change their course of study. The non-profit schools had that right until changes in VA instructions were

Looked at Gift Horse; Didn't Like Teeth

NATCHEZ, MISSISSIPPI — After toying with the offer of immense riches on condition that its faculty teach white supremacy, Jefferson Military College finally accepted the offer with such reservations that the angel-afraid-of-dark withdrew his proposition. The College, located near here at Washington, had only 47 students and was in debt. It has always been operated exclusively for white students and was willing to continue on that basis. Three of the twelve trustees issued a statement to this effect, hinting that its student body had no need of being taught that whites are superior to negroes and Asiatics since they already knew this. But the prospective donor, George Armstrong, Sr., wanted no hedging and quickly cancelled his proposal. The gift under consideration had an estimated value of $50,000,000, consisting largely of real estate and oil property.

One of the Armstrong stipulations was that the school enrollment be limited to "Christians".

Reports from Houston, Texas, indicate that an offer of $5,000,000 on somewhat similar terms to Southern Methodist University was declined. Armstrong denies having made the offer.

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issued this fall. Instruction 1-B, which went into effect in November, permits veterans to change their course if the new course is in "the same general field."

VA regional offices are to make the decision on whether the new courses are in the same field — and that is what the council does not like.

"These are educational decisions," it says, "and the responsibility for making them for veterans enrolled in non-profit schools and colleges should remain in the educational institutions themselves."

The VA, which asked the council for its views on this subject, is "considering" the recommendation.

New College Tests Aim at Easy Transfers

NEW YORK—A new series of standardized tests, designed to facilitate the transfer of college students from one institution to another has been prepared by the College Entrance Examination Board.

The examinations, to be given throughout the country on May 13, will make it possible to evaluate the ability and proficiency of students who desire to transfer from junior to senior college, or from one division to another. The board examined 75,000 students for college entrance ratings last year.

College Debating Teams Aid High Schools

PLATTSBURG, N. Y.—Debate clinics for area high schools are being conducted this year by Champlain College. At each clinic, two teams and a coach from the college's debate club travel to the high school to explain techniques and stage a debate. The topic to be used is the national intercollegiate topic of the year, "Resolved, that the United States should nationalize basic non-agricultural industries."

Expert Anaylzes Problems of Overcrowding

URBANA, ILL. — Forseeing overcrowded schools in this country for the next 15 or 20 years, Harold C. Hand, professor of education at the University of Illinois, maintained that the only really desirable solution of the problem would be enough new schools so that not more than 20 pupils need be assigned to a teacher. Additions to present buildings and increased numbers of teachers, providing second teachers in classes of 45 to 50, and using floating" teacher-specialists to assist elementary teachers were other desirable ways of meeting the situation, Dr. Hand said.

Solutions which he regarded as undesirable included: (1) split school sessions, (2) setting up private schools for the benefit of small groups and (3) shifting of school boundaries, which he believes might aid children of parents "with influence" and further crowd the others.

Economics Education Lagging in High Schools

NEW YORK — The nation's high school students are ignorant of "the economic facts of life", the Joint Council on Economic Education asserted in a report that suggested complete revision of the high school social-studies curriculum. Prof. G. Derwood Baker of New York University, director of the Council, commented that in the country as a whole "not more than 5% of the boys and girls leaving high school have received adequate instruction in economics," although the average citizen today must face increasingly complex economic problems.

The Council, established two years ago, reported considerable progress in improving the scope of economic education. As a result of workshops held at NYU and the Universities of Minnesota and Michigan, regional councils to promote economic instruction are now meeting with civic and educational groups and have enlisted the support of leading colleges and universities in their areas.

Outside World Carried to Eskimos

OTTAWA, ONTARIO — Determined that education shall not stop at the Arctic circle, the Canadian government is extending its school facilities to the 7,500 Eskimos and 4,000 Indians of the northern provinces. Many day schools are being set up and supplied with teachers, radios and motion pictures. Some of the schools will be moveable, to serve the more nomadic groups. Each building is meant to be a center of recreation and instruction for both children and adults. The system of boarding schools, which proved unsuited to the seasonal habits of the north country folk and at best were available to only a fraction of the inhabitants, will largely give way to the schools for non-boarders.

Fears College Graduates Will Flood the Market

CAMBRIDGE, MASS. — A tremendous oversupply of college graduates is predicted by Seymour E. Harris, Harvard economist. He sees present indications pointing to a total of ten million Americans holding college degrees by 1968, compared with three million in 1940. He feels sure there will not be enough opportunities in business and the professions to suit half or even a quarter of these oncoming groups. He warns that the average pay of college educated persons will drop below that for non-graduates. He admits, of course, that there is more to higher education than the dollar it helps one to earn. His prognostications are all in his book, *The Market for College Graduates*, published by Harvard University Press.

N. C. Negro Teachers Higher Paid Than Whites

CHARLOTTE, N. C. — The annual audit of North Carolina school funds for the year 1948-49 shows that Negro classroom teachers averaged $2,296. compared with $2,210 for white teachers. The 1949 Legislature substantially increased the pay scales, which will be reflected in next year's report.

Negro principals averaged $26 a year less than white principals.

There are fewer Negro teachers, and a greater proportion of them have higher ratings than do the white teachers.

There were last year 17,264 white teachers and 1,059 white principals. Negro teachers numbered 6,978, and Negro principals, 306.

Larchmont Frats Drop Violence

LARCHMONT, N. Y. — Fraternities composed of boys who attend the Larchmont-Mamaroneck High School have voted to abolish paddling, whipping and other "violent horseplay" in initiation rituals, thus closing an investigation of their organization.

The investigation had stemmed from the use of paddles and leather belts on thirteen pledges of Theta Kappa Omega. A physician reported welts on some of the boys, and six of them had resigned.

Joseph C. McLain, principal of the high school, said none of the fraternity activity had taken place on school property and referred all inquiries to adults who have undertaken to regulate fraternity parties in private homes.

Parents Both M. and F. Active in This PTA

ELGAROSE, OREGON — Fathers vie with mothers in concerning themselves with school matters here. In fact the roster of officers of the local Parent Teacher Association is entirely masculine. The men insist on lively programs at the monthly meetings. Plays, musical numbers, discussions, all bring out hidden talents of both sexes. As to refreshments, it's a draw. The association, thus jointly supported is a strong force for producing improvements in the Elgarose schools. Three units were recently consolidated by an overwhelming vote. A new playground has been provided. Citizens have volunteered to coach athletic teams. The association backs the state-wide campaign to recruit teachers. Some pupils in the eighth grade are actually helping teach younger children and are thus discovering whether they like to teach. The PTA members contribute generously to worthwhile projects costing money. Each year they finance some boy's trip to the Four H conference at the state university. In its three years the PTA here has attained a membership of ninety. Husbands are telling their wives, "You really ought to go, dear." It's a case for experts to look into.

Hospitalized Children Want More Schooling

DENVER, COLO.—Forty Denver pupils have made an unusual request of their teacher, Mrs. Anne Slager. They have asked that regular school classes be continued during this coming summer and Mrs. Slager has agreed.

Her job is teaching tubercular children of every race, creed and color in the National Jewish hospital here. Textbooks and materials are supplied by the local board of education. The hospital reimburses the city for the expenses of children from outside Denver.

A regular public school teacher, Mrs. Slager has been teaching hospital youngsters for the past five years. She says that she tries to stress "democratic living" and to help youngsters overcome the psychological handicap that often results from their illness.

Finds Students Gullible On Many Old Ideas

JERSEY CITY, N. J.—Many college students are as superstitious or gullible as "old wives" when it comes to beliefs about nature, biology, evolution and heredity. They believe that man is descended from the monkey, men have one less rib than women and that after death human hair and nails continue to grow.

This was reported by Mrs. Ruth Dugan of John Marshall College here who recently conducted a study to determine student fallacies. Seventy-seven men students at the College, all of whom ranked well on the American Council on Education psychological exam, and 33 men biology students from New York City College were tested for their belief in popular "old wive's tales" and found to nourish many proven fallacies.

Students from rural areas were found to be slightly more superstitious than those from cities and most students cherished their misconceptions despite classroom instruction to the contrary.

Physical Education Hints By Radio

URBANA-CHAMPAIGN, ILL.—Physical education by radio which consists of neither setting-up exercises nor play-by-play game descriptions is being broadcast by the University of Illinois in a series of five monthly programs.

Designed to tell parents how they may guide the physical activity of their children, these broadcasts are to be presented by WILL, the non-commercial radio station of the University of Illinois.

In brief dramatized form, rather than by means of a formal lectures or symposiums, the broadcasts will present modern ideas on posture im-

provement, games, dance, inter-school athletics, and physical education as a profession for women. A morning hour for the broadcast was selected for the convenience of mothers of school children. Each of the broadcasts will be recorded and made available to physical education departments at other universities which may wish to make use of the series.

Should Teach Teacher To Teeter

TROUT RIVER, N. Y.—Six-year-old Carolyn White is the "teacher's pet" but to the 50 taxpayers of this town she is a "little expensive." Carolyn, a first grader, is the only pupil in the town's one-room school and is costing taxpayers around $2,400 — an average of $48 apiece.

The school had 13 pupils last year. The others have transferred to schools in nearby towns or have moved away. The school's expenses are $2,000 for the teacher's salary and $500 for books, paper and wood for the stove.

Carolyn says the only thing she misses is "someone to sit on the other end of the teeter-totter during recess."

A Letter

Piney Woods, Miss.

The ninth grade class in Piney Woods School are trying to raise $15,000.00 for a Science Building which our boys will erect under the supervision of an experienced builder.

Because the money for our library, the finest in Mississippi, was raised chiefly by $10.00 subscriptions, we are trying to raise the money for this building in the same way. However, you may be assured that *ANY GIFT WILL BE APPRECIATED.*

If you cannot help, won't you please pass this on to a friend who can?

Sincerely,

Clarie Lattimore (a Pupil)

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Grins Between Grinds

CONTEMPT

The judge regarded the slovenly looking prisoner before him with extreme distaste.

"Have you ever earned a dollar in your life?" he asked scornfully.

"Yes, your honor; I voted for you last fall."

ENOUGH TOO MUCH

A small boy visiting his aunt was asked to name what he would like best of anything to eat.

"Pancakes," he replied. "I never had all I wanted of them."

So the aunt made pancakes. She piled them up and he kept eating for a while, then slowed down.

"Don't you want some more?" inquired the aunt.

"No, thanks. I don't want any more — and I don't even want what I've had."

GOOD INDEED

When a scoutmaster asked his flock whether or not each had done his good deed for the day, three members admitted they hadn't. "In that case," they were told, "leave this meeting and don't return until you've lived up to our motto of one good deed a day."

A half-hour later the boys returned, dishevelled and flushed. "I did my good deed sir," the first scout said. "I helped an old lady cross the street."

"Me, too" added the second. "I helped the same old lady cross the street."

"So did I," chimed in the third member. "Do you mean," the Scoutmaster demanded, "that it took three of you to help one old lady cross the street?"

The spokesman for the trio lowered his head. "Yeah," he replied, "You see, sir, the old lady didn't want to cross the street."

A NOBLE COMPANY

"The college I attended certainly turned out some great men."

"When did you graduate?"

"Well, I didn't exactly graduate. I was just turned out."

A priceless book by Virginia Church:

TEACHERS ARE PEOPLE
Foreword by Rupert Hughes
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Santa Barbara 47, California
A grand gift for — or from — a teacher

SPECIAL PRIVILEGE

"What's the matter?" asked the police captain, as the park policeman came in with a rather disgruntled look on his face.

"It's Mrs. Dinwiddie, who donated the bird bath to the park, sir. She just called to say that it wasn't to be used by sparrows!"

THOSE NATIVES

Two elderly women were journeying across Canada for the first time. The train stopped at a station, and the ladies got out for a little walk. Meeting a man on the platform, one of the women asked:

"What place is this?"

"Saskatoon, Saskatchewan," the man answered.

The lady, quite thrilled, turned to her companion and whispered, "They don't speak English here!"

FLASHY TALE

The author of a famous book on economics received a phone call from a stranger. "I question your statistics on the high cost of living today," said the stranger. "My wife and I eat everything our hearts desire, and we get it for exactly 68 cents a week."

"Sixty-eight cents a week!" echoed the economist. "I can't believe it! Won't you tell me how? And to make sure I get your story straight, please speak louder."

"I can't speak louder," said the stranger. "I'm a goldfish!"

WHOLE TRUTH

"Mrs. Maloney, the evidence here in court shows that you threw a rock at Officer Mulcahy."

"Shure, it shows more than that, yer honor. It shows I hit 'im."

TRUANT

One sister is just crazy about school, the other and younger one is, to put it mildly, considerably less enthusiastic.

The other day the older sister suggested, "Let's play school."

"All right," replied the younger one, grudgingly, "but let's play I'm absent."

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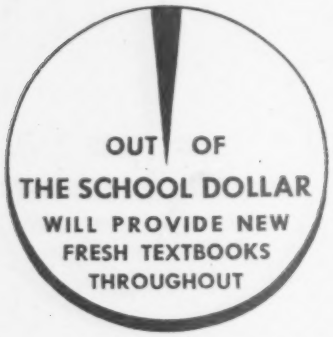

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